

# Scheme of Work

## Year 8



This scheme of work has been developed to enable pupils to secure and demonstrate a range of food skills, increasing in complexity and accuracy, to cook a wider range of dishes, safely and hygienically, and to apply their knowledge of nutrition and food provenance. In addition, they will consider consumer issues, food and its functions and new trends in food. In addition, they will consider the factors that affect food choice, food availability and food waste. For this rotation students will start to make more complex whole meals and extend their understanding of how we evaluate food through sensory analysis. Students also perform a food science investigation into the role of raising agents in making scones, in an NEA 1 coursework (15% of the GCSE) style investigation, getting them prepared for a GCSE in Food Preparation and Nutrition.

They will also continue the work seen in year 7 by understanding of the source, seasonality and characteristics of a broad range of ingredients. In the last rotation in KS3 students cook more whole meals from different countries around the world, this will also allow the students to cook a repertoire of predominantly savoury dishes so that they are able to be feed, deepen their understanding of food safety and learn about the wider picture. This includes food miles, sustainability and food provenance. They will also research, plan and prepare a meal to a specific brief, this is to firstly let the student show off the culinary skills they have gained throughout the past two years but also is a representation of what the NEA 2 coursework (35% of the GCSE) is like. The aim of rotation 2 is for the students to become competent in a range of cooking techniques [for example, selecting and preparing ingredients; using utensils and electrical equipment; applying heat in different ways; using awareness of taste, texture and smell to decide how to season dishes and combine ingredients; adapting and using their own recipes, as seen in the signature dish challenge.

# Scheme of Work

**Key Stage 3**                      **Year 8 – Food Preparation and Nutrition**

**Time:** 28 hours

## Introduction

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All materials including Workbooks, Lesson Presentations, Lesson Plans, Homework Books and remote learning materials can be found here →



## Aims

- Pupils will extend their knowledge and understanding of food, diet and health.
- Pupils will extend their knowledge of the chemical and functional properties of different commodities.
- Pupils will extend food preparation and cooking techniques.
- Pupils will extend their knowledge of food provenance and consumer information.
- Pupils will extend and apply their knowledge of consumer food and drink choice.
- Pupils will secure the creative, technical and practical expertise needed to perform everyday tasks confidently.
- Pupils will build and apply an expanding repertoire of knowledge, understanding and skills in order to create and make high quality dishes for a wide range of people.
- Pupils will evaluate and test their ideas and the work of others, and make recommendations for improvements.
- Pupils will learn about food science and its impact in cookery.

## Learning outcomes overview

Through this scheme of work, pupils will:

- apply the principles of *The Eatwell Guide* and relate this to diet through life;
- list and explain the dietary needs throughout life stages;

- investigate information and guidance available to the consumer regarding food labelling, availability, traceability, food certification and assurance schemes and animal welfare;
- explain the characteristics of ingredients and how they are used in cooking;
- adapt and follow recipes to prepare and cook a range of predominately savoury dishes;
- secure and demonstrate a range of food skills and techniques;
- secure and demonstrate the principles of food hygiene and safety in a range of situations;
- investigate and discuss new food trends;
- secure and demonstrate the knowledge, understanding and skills needed to engage in an iterative process of planning and making;
- extend and consolidate their literacy and numeracy skills by using them purposefully in a range of everyday situations;
- track their progress using the workbook (cooking, nutrition, ingredients, food provenance and creativity).

### **Prior learning**

Pupils will build on their learning in Year 7: knowledge and skills include:

- describing and applying *The Eatwell Guide* and the 8 tips for healthy eating;
- explaining energy and needs through life;
- explaining key nutrients, sources and functions;
- developing and demonstrating a knowledge of the source and seasonality of a range of ingredients;
- developing and demonstrating a range of food skills and techniques;
- developing and demonstrating the principles of food hygiene and safety;
- using a variety of ingredients and equipment to prepare and cook a range of more complex dishes;
- using and adapting recipes;
- developing and applying a knowledge of food science;
- developing and demonstrating the knowledge, understanding and skills needed to engage in an iterative process of planning and making.

### **Under pinning knowledge at KS3**

WJEC Eduqas

Food preparation and cooking skills, such as knife skills, control of basic equipment (grater, peeler, can opener, sieve, whisk, etc.), control of oven, hob, grill, use of refrigeration, etc.

- How to work safely.
- Food hygiene (including how to wash up, dry and store equipment).
- Key nutritional principles, including the eatwell guide, the importance of macronutrients (protein, fats, carbohydrates), micronutrients (vitamin and minerals), dietary fibre, water – all at a basic level. An awareness of dietary needs, e.g. at different life stages, vegetarians, allergies and religious considerations, etc., and how dishes and meals can be planned to meet the needs of specific dietary groups.
- Simple ingredient function and food science terms, such as aeration, foaming, coagulation, etc.
- Familiarity with the basic principles of how to conduct a food science investigation.
- Knowledge and understanding of ingredients and food provenance.
- A growing awareness of social, moral, cultural and environmental issues.
- An ability to adapt and follow recipes using suitable ingredients and tools in order to prepare and cook a range of dishes.
- Sensory testing and evaluation.
- Time management skills, including basic dovetailing when conducting practical tasks.

## Keywords

Ambient, Bacteria, Raising Agent, Bridge, Claw, Carbon Footprint, Fermentation, Fairtrade, Coagulation, convection, conduction, radiation, Denaturation, Food poisoning, food miles Food security, food provenance, Gelatinisation, Gluten, Knead, Julienne, Brunoise, Julienne, Lactose, Macronutrient, Micronutrient.

## Resources:

- Cooking equipment
- Commodities
- Booklets
- Recipes
- Evaluations
- Sensory analysis charts
- Quick key assessments
- Skills checklist
- Presentations
- Assessment papers

## Overview

### Rotation One:

Lessons 1 – Colcannon Cottage Pie  
Lesson 2 – Nutrition – Consequences of malnutrition, complimentary nutrients and the Eatwell Guide  
Lesson 3 – Pea and Bacon Risotto Served with Dressed Salad  
Lesson 4 – Sensory Analysis  
Lesson 5 – Scones NEA1  
Lesson 6 – Victoria Sandwich  
Lesson 7 – Cake Making Theory  
Lesson 8 – End of Rotation Assessment (Theory)  
Lesson 9 – Portuguese Custard Tarts

### Rotation Two:

Lesson 1 – Spaghetti Bolognese  
Lesson 2 – Signature Dish Planning  
Lesson 3 – Fish and Chips  
Lesson 4 – Food Poisoning  
Lesson 5 – Sweet and Sour Chicken  
Lesson 6 – Chickpea Curry and Naan Bread  
Lesson 7 -. Food Miles and Sustainability  
Lesson 8 – End of Rotation Assessment (Theory)  
Lesson 9 – Signature Dish Assessment

## Assessment

The course requires students to complete a range of group, pair and individual tasks. Creating dishes with a variety of skills, methods and heat transfer.

### *Create (50%)*

*Each student will create their own 'signature dish' which will showcase all the skills and techniques they have learnt over the past 2 years. It will simulate the NEA2 practical assessment.*

### *Theory (50%)*

*Each rotation will feature a 40-minute theory assessment. Each assessment will cover key core knowledge of both practical and theory elements.*

**Presentation Skills:** Presentation of final dishes and evaluations using sensory analysis and star diagrams.

**Group Discussions:** This assessment will continue throughout the unit, with pupils being asked to discuss the merits of their peers.

### Teaching and learning overview

Lesson	Learning objectives.	Pupils Outcomes
1.1	To create a high-quality colcannon cottage pie. To understand how the Maillard reaction effects a dish. Demonstrate convection and conduction. To be able to construct the cottage pie. To be able to identify how to add nutritional value of the dish. Construct a comprehensive evaluation of the dish.	Each pupil will understand and explain the importance of the Maillard reaction in cookery, along with the impacts on flavour, texture, colour and appearance. All students will create a colcannon cottage pie. Students will identify the benefits behind adding the cabbage to the dish, along with the nutritional value. All students will be able to demonstrate conduction and convection, with some students being able to explain how they react. All students will use the structure given to create a comprehensive evaluation. To secure, consolidate and demonstrate knife skills, using the hob (frying, boiling, simmering) to prepare and cook the dish. To secure, consolidate and demonstrate the principles of food hygiene and safety, focusing on, for example, using knives, small electrical equipment, handling and cooking raw meat, poultry and/or fish (if using), and the hob, oven or grill.
1.2	Refresh on health and safety procedures. Nutrition – To be able to identify what both macro and micronutrients do for the body. To investigate diet related health issues. To describe and apply the principles of <i>The Eatwell Guide</i> and relate this to diet through life. To investigate the relationship between physical activity and energy balance. Understand the term complimentary nutrients and their role in the body.	Each student will recall the key points around health and safety in the food room. Each student will be able to state what macronutrients do for the body. Students will investigate what issues malnutrition can bring along with certain health issues. To demonstrate the role of the Eatwell Guide and identify key points. Each student will understand the role of complimentary nutrients, be able to state 2 complimentary nutrients – Calcium and Vit D, Iron and Vit C.
1.3	To be able to create a high quality risotto. To investigate how starch reacts under heat. Be able to demonstrate gelatinisation and the impact this has on the final dish. Develop a greater understanding of international cuisine. Create an evaluation using sensory descriptors.	To secure and demonstrate knife skills and using the hob (frying, boiling and simmering) to prepare and cook a pea and bacon risotto. To secure and demonstrate the principles of food hygiene and safety, focusing on rice, using knives, the kettle (hot water), and the hob. To investigate rice types and what happens when rice is cooked (gelatinisation). They will explain the science of gelatinisation.
1.4	Understand the key principles behind sensory analysis. Be able to identify the 5 elements of taste and where they are picked up on the tongue, understand	To state the 5 elements of taste. Gain an understanding of how the pallet works in relation to taste, how many taste buds, how they replace, how you taste develops over time. They will demonstrate how the tongue detects different

	the basic principles of the olfactory system and how this effects taste.	taste in different areas. Each student will demonstrate how to olfactory system has an impact on taste through the polo experiment. Each student will understand the key principles of the olfactory system.
1.5	NEA 1 Style Food Investigation. To understand how to conduct a food science investigation around chemical raising agents. To be able to create a hypothesis and follow the investigation through until conclusion.	To be able to conduct an NEA1 style food investigation, students will learn about the NEA1 in relation to the GCSE. To be able to create and evaluate a hypothesis. Students will be able to identify multiple chemical raising agents and their qualities. By making the scones in pairs/groups, they will be demonstrating team skills, communication skills. Students will be able to demonstrate the rubbing in method, along with shaping and forming a dough. Students will gain an understanding as to what makes a fair test. They will use callipers to measure the height of the scones. Each student will evaluate each scone and review their own hypothesis. To explain the characteristics of a range of ingredients and how they are used in cooking. To carry out practical tests to demonstrate the characteristics of ingredients. To secure, consolidate and demonstrate knife skills, using the hob (frying, boiling, simmering) to prepare and cook the dish. To secure, consolidate and demonstrate the principles of food hygiene and safety, focusing on, for example, using knives, small electrical equipment, handling and cooking raw meat, poultry and/or fish (if using), and the hob, oven or grill.
1.6	Create a high quality Victoria Sandwich. To learn how to cream together butter and caster sugar by hand – using a white spoon or an electric food mixer. To recognise the use of eggs to provide aeration within a sponge mixture. Understand the quality points behind the methodology. Demonstrate the creaming method. Understand the principles of convection and the pitfalls behind cake making. Conduct an evaluation using sensory descriptors.	Each student will create a Victoria Sandwich. They will demonstrate the creaming method, while understanding the key quality points behind cake making. Students will be able to identify problems that can come up with cake making and identify how to check the cake is ready. In pairs, each student will create some vanilla butter cream, then assemble their cakes. They will then analyse their own cakes through an evaluation using descriptive words. To secure, consolidate and demonstrate knife skills, using the oven (convection) to prepare and cook the dish. To secure, consolidate and demonstrate the principles of food hygiene and safety, focusing on, for example, using knives, small electrical equipment and the oven.
1.7	To understand the key principles of Cake Making. These include chemical raising agents, creaming method, functional and chemical properties of commodities used. Understand the principles of cake making. Investigate the working characteristics of each ingredient used in cake making. Analyse the science behind cake making. Understand the different heat transfers in cookery.	Each student will understand the principles of cake making, how to stop your cake from failing. Investigate the working characteristics of each ingredient used in cake making. Each student will state the function of each ingredient in cake making. Analyse the science behind cake making, including the creaming method, coagulation. Understand and identify the different heat transfers in cookery.

1.8	To complete an end of rotation theory assessment on curriculum and core knowledge questions covered this rotation.	Each student will complete an end of rotation assessment on previous curriculum covered this rotation. The assessment will cover core knowledge questions and information from the current rotation. The assessment will last 40 minutes and be complete in exam conditions.
1.9	Portuguese Custard Tarts - To learn how to make a sweet egg custard To recognise how egg can enrich a dish and bind a liquid through coagulation. Conduct a comprehensive evaluation of the end product. Understand the key features of puff pastry (building on year 7) and how to roll to make custard tarts.	Each student will create Portuguese Custard Tarts, they will demonstrate coagulation and the role protein has when making custard. Students will explain coagulation and denaturation. Each student will build on their previous knowledge around pastry (year 7) and identify the key quality points of puff pastry and how to use it. They will also secure, consolidate and demonstrate knife skills, using the hob (boiling, simmering) to prepare and cook the dish. To secure, consolidate and demonstrate the principles of food hygiene and safety.
<b>Rotation Two</b>		
2.1	Create a high quality Spaghetti Bolognese. Understand how to reduction method improves the sensory properties of the dish. Demonstrate Brunoise when chopping. Understanding the importance of cutting vegetables evenly. Gaining a greater understanding of international cookery, along with key terms.	Each student will create a ragu and cook pasta while making their spaghetti Bolognese. Students will gain an understanding of international cuisines and terms, for example Al Dente. Students will investigate the impact the reduction method has on the taste, texture and appearance of the ragu. Each student will secure, consolidate and demonstrate knife skills.
2.2	Each student will start planning their Signature Dish. Each student will conduct secondary research (primary if time) to find a suitable dish. They will design the dish, create a requisition and equipment list.	To investigate the factors to be considered when planning and preparing food. To investigate the food hygiene and safety requirements. To create and plan a menu suitable, which showcases the students skills. Create an ingredient and equipment list for the day.
2.3	Create a high quality portion of Fish and Chips. Demonstrate panneing. Understand the health and safety points for working with raw fish. Identify how to prevent cross-contamination. Use the equipment safely. Construct an evaluation using sensory descriptors.	To secure, consolidate and demonstrate knife skills, using the hob (frying, boiling, simmering) to prepare and cook the dish. To secure, consolidate and demonstrate the principles of food hygiene and safety, focusing on, for example, using knives, small electrical equipment, handling and cooking raw meat, poultry and/or fish (if using), and the hob, oven or grill.
2.4	Food Poisoning – Complete the 5 quick questions of core knowledge. To name the bacteria that cause food poisoning. To identify high risk foods. To explain two symptoms of food poisoning. To identify the danger zone and the importance of key temperatures. To determine ways to reduce the risk of bacterial multiplication.	Each student will complete the 5 quick questions about previous core knowledge, linked to homework. Each student will answer GCSE style questions on what bacteria needs to multiply and what the 4 C's are. Each student will understand how food poisoning is caused and possible symptoms linked to this. Each student will identify what are the key temperatures in the danger zone and how this can reduce bacterial multiplication.
2.5	To create a high quality Sweet and Sour Chicken. Understand the core principles behind handling high biological produce – Chicken.	Each student will secure, consolidate and demonstrate knife skills, using the hob (frying, boiling, simmering) to prepare and cook sweet and sour chicken. To secure, consolidate and

	Understand 'Slacking'. Understand the core principles of cooking chicken. To secure, consolidate and demonstrate knife skills. To identify the science behind cooking the sauce.	demonstrate the principles of food hygiene and safety, focusing on, for example, using knives, handling and cooking raw meat, and the hob, oven or grill. Each student will be able to state the core temperature chicken needs to reach for it to be safe (75c). Every student will understand the role gelatinisation plays in the dish and what nutrient this is related to. Each student will recap on pathogenic bacteria is and how it is related to the dish.
2.6	To create a high quality Chickpea Curry and Naan Bread. Understand the importance of time planning in cookery. Understand the role of a chemical raising agent is in bread (building from year 7). Understand how to cook each commodity to gain the biggest flavour (cookery and marinating). Use the techniques previously used previously in the rotation to have the biggest impact on flavour (reduction method).	Each student will create a high quality curry and naan bread. Each student will demonstrate a range of cooking methods (dry frying naan, simmering curry, frying vegetables). Each student will use previous techniques to improve flavour, for example the reduction method, consolidating knowledge. Students will gain a greater understand of different international cuisines and how to cook them. Students will build on year 7 knowledge around bread and raising agents to use a chemical raising agent and assess the difference in taste, texture, aroma and appearance. Students will secure, consolidate and demonstrate knife skills, using the hob (frying, boiling, simmering) to prepare and cook the dish. Every student will secure, consolidate and demonstrate the principles of food hygiene and safety, focusing on, for example, using knives, the hob, oven or grill.
2.7	Food Miles and Sustainability - Understand what is meant by 'food miles'. Show I understand food miles and their effect on our shopping habits. Be able to identify the principles of food sustainability. To analyse the impact food miles has on the environment. To understand how seasonal produce can be used to create a balanced diet.	Each student will investigate how climate has an impact on food miles. Students will state the 7 principles of food sustainability and understand the impact they have. Each student will gain a greater knowledge of the impacts of food waste in the UK. Every student will be asked in groups whether they agree with 3 ethical statements, followed by a short discussion. Each student will design their own menu based around seasonal, nutritious produce.
2.8	To complete an end of rotation theory assessment on curriculum and core knowledge questions covered this rotation.	Each student will complete an end of rotation assessment on previous curriculum covered this rotation. The assessment will cover core knowledge questions and information from the current rotation. The assessment will last 40 minutes and be complete in exam conditions.
2.9	Signature Dish Assessment	To create their final signature dish, showcasing a range of skills, to be assessed by the teacher.

***N.B. The recipes that are suggested in the lesson plans may be substituted. However, alternative recipes should provide the same opportunity to meet the practical learning objectives.***

#### Resources

- [Food – a fact of life](#)
- [British Nutrition Foundation](#)
- [Food Standards Agency](#)
- [NHS Live Well](#)

- [Love Food Hate Waste](#)

### Differentiated learning outcomes summary

All pupils will:	Most pupils should:	Some pupils will have progressed further and could:
<p>Carry out 20 hours practical cooking, making a range of basic dishes.</p> <p>List, secure and demonstrate the principles of food hygiene and safety when preparing and cooking ingredients.</p> <p>Explain the dietary needs of children and young people, and other key life stages</p> <p>Investigate information available to the consumer regarding availability, traceability, and animal welfare.</p> <p>Recognise and explain food miles.</p> <p>Explain the characteristics of some ingredients and how they are used in cooking. Carry out practical tests to demonstrate the characteristics of ingredients.</p> <p>Plan and create a dish suitable for a specific need.</p> <p>Investigate international cuisines.</p> <p>With some assistance write a plan for a recipe.</p> <p>Create a recipe, showcasing previous techniques.</p>	<p>Carry out with skill and accuracy 20 hours practical cooking, making a range of dishes.</p> <p>Explain, secure and demonstrate the principles of food safety and hygiene when preparing and cooking ingredients.</p> <p>Explain the dietary needs of children and young people, and other key life stages and apply this knowledge when planning and preparing dishes.</p> <p>Explain information available to the consumer regarding availability, traceability, and animal welfare.</p> <p>Recognise and explain the role of food miles to the environment.</p> <p>Explain the characteristics of a range of ingredients and how they are used in cooking. Carry out practical tests to demonstrate the characteristics of ingredients and evaluate the outcomes.</p> <p>Plan and create a dish suitable for a specific need.</p> <p>Investigate and discuss different international cuisines.</p> <p>Write a plan for a recipe.</p> <p>Create a recipe, showcasing previous skills and equipment list.</p>	<p>Independently, with skill and accuracy, carry out 20 hours practical cooking, making a more complex range of dishes.</p> <p>Describe, secure and independently demonstrate the principles of food safety and hygiene when preparing and cooking ingredients.</p> <p>Independently apply their knowledge of the dietary needs of children and other key life stages when planning and preparing dishes. Explain how diet related disorders and their causes can be addressed through planning and preparation of dishes.</p> <p>Appraise information available to the consumer regarding, availability, traceability, and animal welfare.</p> <p>Recognise and explain food miles to the environment and how consumers can reduce them.</p> <p>Independently explain the characteristics of a wide range of ingredients and how they are used in cooking. Carry out practical tests to demonstrate the characteristics of ingredients and evaluate and explain the outcomes.</p> <p>Plan and create a dish suitable for a specific need.</p> <p>Summarise a wide range of international cuisines and discuss the trends flowing throughout.</p> <p>Independently write a plan for a recipe.</p> <p>Independently, and with accuracy, create a recipe, including a requisition list and research.</p>

Evaluate the planning and making of their recipe.	Evaluate the planning and making of their recipe and recommend any modifications.	Evaluate the planning and making of their dish, recommending any modifications giving reasons.
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## National Curriculum

### Cooking and nutrition

As part of their work with food, pupils should be taught how to cook and apply the principles of nutrition and healthy eating.

Pupils should be taught to:

- understand and apply the principles of nutrition and health
- cook a repertoire of predominantly savoury dishes so that they are able to feed themselves and others a healthy and varied diet
- become competent in a range of cooking
- understand the source, seasonality and characteristics of a broad range of ingredients.

### English:

#### Reading

Pupils should be taught to understand increasingly challenging texts through:

- learning new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context and dictionaries;

#### Writing

Pupils should be taught to write accurately, fluently, effectively and at length for pleasure and information through:

- summarising and organising material, and supporting ideas and arguments with any necessary factual detail;
- applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form;

Pupils should be taught to plan, draft, edit and proof-read through:

- considering how their writing reflects the audiences and purposes for which it was intended;
- paying attention to accurate grammar, punctuation and spelling;

#### Grammar and vocabulary

Pupils should be taught to consolidate and build on their knowledge of grammar and vocabulary through:

- using Standard English confidently in their own writing and speech;

#### Spoken English

Pupils should be taught to speak confidently and effectively, including through:

- using Standard English confidently in a range of formal and informal contexts, including classroom discussion;
- giving short speeches, reading recipes and presentations, expressing their own ideas and keeping to the point;
- participating in formal debates and structured discussions, summarising and/or building on what has been said.

### Mathematics:

#### Number

Pupils should be taught to:

- understand and use place value for decimals, measures and integers of any size
- order positive and negative integers, decimals and fractions
- interpret percentages and percentage changes as a fraction or a decimal
- use standard units of mass, length, time, money and other measures, including with decimal quantities;
- use a calculator and other technologies to calculate results accurately and then interpret them appropriately.

#### Ratio, proportion and rates of change

Pupils should be taught to:

- change freely between related standard units [for example time, length, area, volume/capacity, mass]

### **Statistics**

- construct and interpret appropriate tables, charts, and diagrams, including frequency tables, bar charts, star charts, pie charts, and pictograms for categorical data, and vertical line (or bar) charts for ungrouped and grouped numerical data.

### **Science:** Nutrition and digestion

- content of a healthy human diet: carbohydrates, lipids (fats and oils), proteins, vitamins, minerals, dietary fibre and water, and why each is needed;

### Energy

- comparing energy values of different foods (from labels) (kJ). Calorie intake for men and women.

### **RSE and Health education:** (statutory from September 2020)

#### **Healthy eating**

Secondary school pupils should continue to develop knowledge specified for primary:

- What constitutes a healthy diet (including understanding calories and other nutritional content).
- The principles of planning and preparing a range of healthy meals.
- The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).

**and** cover the specified secondary content:

- How to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.

#### **Physical health and fitness**

Secondary school pupils should continue to develop knowledge specified for primary:

- The characteristics and mental and physical benefits of an active lifestyle.
- The importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.
- The risks associated with an inactive lifestyle (including obesity).

**and** cover the specified secondary content:

- The positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress.
- The characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardiovascular ill-health.

#### **Health and prevention**

Secondary school pupils should continue to develop knowledge specified for primary:

- The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.
- About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.

**and** cover the specified secondary content:

- About personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics.
- The importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn.